
Appendix A - Checklists



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"In every child who is born, under no matter what circumstances, and of no matter what parents, the potentiality of the human race is born again."

- James Agee

START WITH YOUR VISION

- [] Carefully assess what you want to accomplish
- [] Set clear goals to accomplish your vision to give you a solid reference point when faced with difficult decisions in your planning and development
- [] Develop your vision of a physical space where children can form a positive sense of identity, develop relationships with others, experience cultural diversity and find opportunities to discover the joy of learning and the power of knowledge
- [] Remember to meet the needs of people who work in your program, so they can focus on providing good experiences for the children every day

NEEDS ASSESSMENT & MARKET ANALYSIS

- [] Collect and analyze data related to the need for child care in the geographic area you have selected
- [] Research existing local child care facilities (including family home care and school age care) sizes, locations, fees, age groups served, enrollment history / trends and philosophy of care to determine your potential competition
- [] Decide if your vision meets the current needs of families in the area you have selected

PARTNERING FOR FACILITY PLANNING, DEVELOPMENT AND OPERATION

- [] Consider partnering with another person, group or organization in the planning, development and operation of your center, if such a partnership will help you meet your vision and improve the financial results of your business
- [] Carefully explore ways in which the partnership could support or detract from your vision and goals

ORGANIZATIONAL STRUCTURE

- [] Carefully research the various types of organizational structures - non-profit, sole proprietorship, corporation, etc. - and determine which type will best help you accomplish your vision and goals
- [] Consult with an attorney familiar with small business structures, if necessary, to determine the appropriate organizational structure and file the correct forms to establish your corporate structure

BUSINESS PLAN

- [] Develop a clear business plan that includes your market analysis, your site feasibility study, your budget and financial analysis, your goals and your strategy for the development, operation and future of your center

FACILITY FINANCING OPTIONS

- [] Examine all of the financing options available to you for construction or remodel of your childcare facility
- [] If your center is a non-profit and you intend to write grants for facility financing, make sure you have experienced people to do the grant research and writing
- [] Determine if there are specific funding sources for providing care for children with special needs

WORKING WITH PROFESSIONALS

- [] Consult with professionals knowledgeable in all aspects of business start-up and in the design and development of child care centers when appropriate; make sure they have experience with your type of business

RESEARCH

- ☐ Experiment with many ideas and options for build-out
- ☐ Know local government zoning and permitting requirements while selecting site or determining remodeling
- ☐ Develop initial estimates of costs to make sure you have financial resources to complete the project

PROJECT SCHEDULE

- | | | |
|----------------------------|--------------------------|--|
| Timeline Work Items | <input type="checkbox"/> | Select architect if needed |
| | <input type="checkbox"/> | Develop Description of Spaces |
| | <input type="checkbox"/> | Obtain site control |
| | <input type="checkbox"/> | Establish project budget |
| | <input type="checkbox"/> | Include a contingency for unexpected delays |
| | <input type="checkbox"/> | Develop design of facility / Create Construction Documents |
| | <input type="checkbox"/> | Submit for building permit review (length of review time) |
| | <input type="checkbox"/> | Construct facility |
| | <input type="checkbox"/> | Move in and set up furniture and equipment |

DESIGN PROCESS

- | | | |
|-------------------------------|--------------------------|---|
| Selecting an Architect | <input type="checkbox"/> | Get references, Interview, See examples of their work |
| Programming | <input type="checkbox"/> | Develop Description of Spaces/Program Statement |
| | <input type="checkbox"/> | Develop statement of goals and values |
| | <input type="checkbox"/> | Classroom Spaces |
| | <input type="checkbox"/> | Support Spaces |
| | <input type="checkbox"/> | Outdoor Spaces |

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- | | | |
|--------------------|--------------------------|---|
| Site Search | <input type="checkbox"/> | Use Description of Spaces to find appropriate facility location |
| | <input type="checkbox"/> | Determine new construction or remodel existing building |
| | <input type="checkbox"/> | Get architect's help in assessing potential sites, if needed |
| | <input type="checkbox"/> | Research upgrades to existing buildings that may be required |
| | <input type="checkbox"/> | Get a Hazardous Materials survey, if needed |

PROJECT BUDGET

- | | | |
|---------------------------------|--------------------------|---|
| Develop Project | <input type="checkbox"/> | Develop budget |
| | <input type="checkbox"/> | Consider <u>all</u> costs - construction cost vs. project cost |
| | <input type="checkbox"/> | Determine funding source(s) and any restrictions imposed by funding sources |
| | <input type="checkbox"/> | Compare project cost to income/expenses/funding available |
| Budget/Feasibility Study | <input type="checkbox"/> | Determine necessary trade-offs/compromise |
| | <input type="checkbox"/> | Include contingencies of both time and money |
| | <input type="checkbox"/> | Include debt service in ongoing annual expenses |

DESIGN AND CONSTRUCTION DOCUMENTS

- | | | |
|---------------------------|--------------------------|--|
| Schematic Design/ | <input type="checkbox"/> | Consider several room layout and site development options |
| Feasibility Study | <input type="checkbox"/> | Be aware of constraints and opportunities |
| Programming | <input type="checkbox"/> | Develop small scale floor plans, possibly massing studies |
| | <input type="checkbox"/> | Select preferred design and obtain cost estimate |
| | <input type="checkbox"/> | Adjust design to fit budget, if necessary |
| | <input type="checkbox"/> | Schedule preliminary review with DSHS / DCCEL |
| Design Development | <input type="checkbox"/> | Development design and drawings in greater detail |
| | <input type="checkbox"/> | Make decisions on specific locations and configurations |
| | <input type="checkbox"/> | Generate floor plans, exterior elevations, interior elevations |

Construction	<input type="checkbox"/>	Obtain detailed descriptions of materials and methods of construction
Documents	<input type="checkbox"/>	Obtain detailed drawings and specifications for bidding
	<input type="checkbox"/>	Hire subconsultants, e.g. engineers, if required

REGULATORY REVIEWS OF FACILITY PLANS

DSHS Licensing Reviews

<i>Preliminary/Schematic</i>	<input type="checkbox"/>	Schedule preliminary review with licensor and health specialist
<i>Design Review</i>	<input type="checkbox"/>	Obtain written documentation of issues discussed
<i>Final Reviews</i>	<input type="checkbox"/>	Schedule licensor final inspection
	<input type="checkbox"/>	Schedule Fire Marshal final inspection

Building Department Reviews

<i>Early Plan Review</i>	<input type="checkbox"/>	Identify red flags prior to submitting for building permit
	<input type="checkbox"/>	Obtain written record of issues discussed
<i>Submittal Assistance</i>	<input type="checkbox"/>	Obtain checklist of building permit submittal requirements
	<input type="checkbox"/>	Ask staff to help identify all issues and resources
<i>Permit Set Review</i>	<input type="checkbox"/>	Get estimate of review time from building department – build into schedule

CONSTRUCTION PROCESS

- Selecting a** ☐ Check to ensure contractor is registered and bonded
- General Contractor** ☐ Negotiate Construction Cost
- (Architect Assistance)** ☐ Pre-qualify Bidders
- ☐ Obtain competitive Bids

- Construction** ☐ Write construction contract
- ☐ Obtain pre-construction submittals
- ☐ Schedule regular jobsite meetings
- ☐ Determine paperwork procedures for paying contractor, changes, etc.
- ☐ Keep your vision in mind during many clarifications, decisions
- ☐ Obtain warranties and Operating Manuals at Close-Out
- ☐ Schedule inspections by building department
- ☐ Schedule inspections by licensing personnel

DEPARTMENT OF SOCIAL AND HEALTH SERVICES - DIVISION OF CHILDCARE AND EARLY LEARNING

- ☐ Consult “Minimum Licensing Requirements for Child Day Care Centers”.
- ☐ Consult “Minimum Licensing Requirements for Child Day Care Centers Caring Exclusively for School-Age Children”
- ☐ Attend orientation seminars for prospective directors

BUILDING AND ZONING CODES

- ☐ Identify which jurisdiction has authority over your chosen site
- ☐ Always get current editions of codes with current local amendments, if any
- ☐ Ask for any additional helpful publications specific to your project

Zoning Codes

- ☐ Verify your proposal is allowed use on your chosen site
- ☐ Get development standards for your chosen site

Building Codes

- ☐ Uniform Building Code (UBC)
- ☐ Uniform Mechanical Code
- ☐ National Electric Code
- ☐ Uniform Plumbing Code
- ☐ Uniform Fire Code
- ☐ International Building Code as an alternate to the UBC

Labor and Industries

- ☐ Regulates portables, temporary or permanent
- ☐ Plan Review Supervisor (360) 902-5218

State Fire Marshall

- ☐ Obtain facility inspection prior to license approval
- ☐ Consult “Minimum Fire and Life Safety Requirements for Childcare Centers”

Americans with Disabilities Act	[]	Comply with ADA requirements
	[]	Consult <i>“Washington State Regulations for Barrier-Free Facilities”</i> in WA State Uniform Building Code, Chapter 11
	[]	For children’s standards, consult ADAAG, <i>“Building Elements Designed for Children’s Use”</i>
Environmental Protection Agency	[]	Test for hazardous materials in existing facilities and soils
Head Start	[]	Consult <i>“Information Memorandum 99-01: Final Rule on Purchase of Head Start Facilities”</i>
	[]	See also <i>“Proposed Rule for Construction and Renovation of Head Start Facilities”</i>
	[]	See also <i>“Head Start Center Design Guide”</i>
Early Childhood Education and Assistance Program	[]	Consult ECEAP program guidelines
American Society of Testing and Materials	[]	Review safety standards for outdoor play equipment
	[]	See ASTM Publication F-1487 <i>Standard Consumer Safety Performance Specifications for Playground Equipment</i>
	[]	See also <i>Handbook for Playground Safety</i>

Checklists: Interior Spaces

General	<input type="checkbox"/>	Remember the value of flexibility and the art of compromise
	<input type="checkbox"/>	Consider trade-offs that will affect the budget and operation of your program
Nurture a Home-like Environment	<input type="checkbox"/>	Plenty of room so that crowding and competition for space are avoided
	<input type="checkbox"/>	Numerous places for children to be alone, as well as with a small group of playmates
	<input type="checkbox"/>	Furnishings in good repair, arranged with senses of beauty and order
	<input type="checkbox"/>	Comfortable places for the adults to sit with the children and each other
	<input type="checkbox"/>	Elements of the natural world - plants, wood, light, fresh air
	<input type="checkbox"/>	Artifacts that reflect the culture, home life and family connections of the occupants
	<input type="checkbox"/>	Numerous opportunities to discover, explore, invent and engage young bodies and minds
ADULT SPACES		
Entry	<input type="checkbox"/>	One entry point
	<input type="checkbox"/>	Security
	<input type="checkbox"/>	Barrier-free
	<input type="checkbox"/>	Parent check-in
	<input type="checkbox"/>	Comfortable waiting area
	<input type="checkbox"/>	Bulletin board
	<input type="checkbox"/>	Storage for car seats and the personal items of parents and visitors
	<input type="checkbox"/>	Hand washing sink
Director's Office	<input type="checkbox"/>	Located near entry
Resource Room	<input type="checkbox"/>	Family members
	<input type="checkbox"/>	Teachers

Staff Lounge ☐ Private, out-of-the-way place to relax
 ☐ Small kitchenette
 ☐ Telephone

Adult Toilets ☐ UBC requirement

Workroom ☐ Storage, work space and equipment

Kitchen ☐ Food service plan
 ☐ Pantry
 ☐ Separate hand washing sink
 ☐ Appliances may be residential grade
 ☐ Negotiate with your health specialist
 ☐ Location
 ☐ Volumes of food and supplies
 ☐ Wonderful smells emanating from it
 ☐ Amount of garbage generated

CLASSROOMS

Locations of age-specific classrooms ☐ Proximity to the main entry to the center
 ☐ Mobility of the children
 ☐ Shared facilities between classrooms
 ☐ Any direct connections desired between classrooms

Activity spaces ☐ Accommodate a wide variety of activities
 ☐ Circulation to pass by activity areas rather than through them
 ☐ Messy activities should be located near a sink
 ☐ Flooring should be appropriate for each activity
 ☐ A place should be provided for long-term projects
 ☐ Accommodate napping

Spatial Variety	<input type="checkbox"/>	Special places of smaller scale
	<input type="checkbox"/>	Lofts
	<input type="checkbox"/>	Platforms
	<input type="checkbox"/>	Changes in the ceiling height and form
	<input type="checkbox"/>	Skylights
Abundant Natural Light and Fresh Air	<input type="checkbox"/>	Operable windows to enable fresh air to enter
	<input type="checkbox"/>	Provide ventilation
	<input type="checkbox"/>	Ensure children are not able to climb or fall out of windows
Food Preparation Area	<input type="checkbox"/>	Sink
	<input type="checkbox"/>	Small refrigerator
	<input type="checkbox"/>	Counter
	<input type="checkbox"/>	Sufficiently far away from diaper changing area as required by DCCEL licensing
Diapering	<input type="checkbox"/>	Constant visual and auditory supervision
	<input type="checkbox"/>	Fall prevention barrier
	<input type="checkbox"/>	Adjacent hand washing sink
	<input type="checkbox"/>	Storage for clean diapers, cleaning supplies and dirty diaper disposal
Toileting Facilities	<input type="checkbox"/>	Constant visual and auditory supervision
	<input type="checkbox"/>	Easily cleanable, with moisture-impervious surfacing
	<input type="checkbox"/>	Hand washing sink
	<input type="checkbox"/>	Child-height fixtures
	<input type="checkbox"/>	Avoid use of faucet spouts that swivel
Arts and Crafts Sinks	<input type="checkbox"/>	Not required, but recommended

-
- Teacher Work Space** ☐ 3 - 5 lineal feet of work surface
☐ Telephone
☐ Files/paperwork storage

STORAGE FACILITIES

- Storage for Children** ☐ Shelving & cabinets for storing games / materials that children can access
☐ Cubbies or baskets for storage of personal items
☐ Cubbies, hooks or small lockers for each child's outdoor clothes

- Storage for Teachers** ☐ Personal items including coats, purses, etc.
☐ High storage for materials / tools that should not be accessible to children
☐ Storage for cots or mats used by young children napping

- Storage Planning** ☐ Provide child safe hinges
☐ Items in daily usage
☐ Items that rotate from week to week
☐ Paper products
☐ Clean diapers
☐ Food stuffs
☐ Seasonal Items
☐ Large gross motor equipment
☐ Adult-sized tables and chairs

- ACTIVITY AREAS** ☐ Consider acoustical treatment in all children's activity areas
☐ Consider special wiring for computers and phone connections

- Active Indoor Space** ☐ Indoor space that allows for active play and movement
☐ 75 square feet per child for active play
☐ Adjacent storage area

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- | | | |
|-----------------------------|--------------------------|---|
| Special Project Area | <input type="checkbox"/> | Provide space for special projects in-the-works |
| | <input type="checkbox"/> | Provide large flat work surfaces |
| | <input type="checkbox"/> | Provide wide variety of materials |
| | <input type="checkbox"/> | Close this space off so that projects can be left for an indefinite time period |
| Kitchen | <input type="checkbox"/> | Cooking projects, particularly for older children |
| | <input type="checkbox"/> | Supervision |
| | <input type="checkbox"/> | Protection from sharp knives and hot ranges |

SUPPORT FUNCTIONS

- | | | |
|---|--------------------------|--|
| Circulation Space
- Hallways | <input type="checkbox"/> | Relites into classrooms to share natural light |
| | <input type="checkbox"/> | Activities and art work can be documented and displayed |
| | <input type="checkbox"/> | Special functions |
| | <input type="checkbox"/> | Drinking Fountains |
| Laundry | <input type="checkbox"/> | Inaccessible to children |
| | <input type="checkbox"/> | Required to be ventilated |
| | <input type="checkbox"/> | Separate from kitchen |
| Janitor Equipment | <input type="checkbox"/> | Required to have mop sinks |
| | <input type="checkbox"/> | Required to be ventilated |
| Telephone | <input type="checkbox"/> | Telephones in all rooms occupied by children |
| | <input type="checkbox"/> | Cell phones outside |
| Computers | <input type="checkbox"/> | Dedicated circuits or special wiring for computers and phone connections |
| Fire Alarm Systems | <input type="checkbox"/> | Required in all child care centers |

Lighting	<input type="checkbox"/>	Light bulbs and tubes must be shielded in the event of breakage
	<input type="checkbox"/>	Alternative switching to accommodate proximity to windows / daylight
	<input type="checkbox"/>	Low light levels must be provided when children are napping
Electrical Outlets	<input type="checkbox"/>	Outlets to be equipped with non-removable safety devices or covers
	<input type="checkbox"/>	GFI circuits may need to be incorporated
	<input type="checkbox"/>	Sufficient power outlets - extension cords and multi-plug adapters are not acceptable
	<input type="checkbox"/>	Locate outlets in the floor away from the walls for added flexibility
Electrical Panel	<input type="checkbox"/>	Plan space for the panel and access
Sprinklers	<input type="checkbox"/>	Required when centers are located above the first story
HVAC Equipment	<input type="checkbox"/>	Allocate space for heating, ventilation and air conditioning equipment
	<input type="checkbox"/>	Protect children from hot surfaces, hot air and sharp or pinching parts
	<input type="checkbox"/>	Portable space heaters are not allowed.
Hot Water	<input type="checkbox"/>	Maximum temperatures vary depending on end-user. Set thermostats appropriately

Checklists: Exterior Spaces

- | | | |
|--|--------------------------|--|
| General Guidelines | <input type="checkbox"/> | Outdoor space plays an important role in marketing who you are, what you value and what you have to offer |
| | <input type="checkbox"/> | Outdoor spaces will vary in design, depending on the number of children that are served and their ages |
| | <input type="checkbox"/> | Provide a safe and obvious entry with an easy to read sign |
| | <input type="checkbox"/> | Plan for low maintenance landscaping and exterior finishes and for appropriate storage for equipment and materials |
| Loading and Unloading from Vehicles/Parking | <input type="checkbox"/> | Ensure that vehicular access is well separated from children's play areas |
| | <input type="checkbox"/> | Dedicated load/unload spaces |
| | <input type="checkbox"/> | Staff parking |
| | <input type="checkbox"/> | School buses |
| Children's Activity Areas | <input type="checkbox"/> | Plenty of room so that crowding and competition for space are avoided |
| | <input type="checkbox"/> | Numerous places for children to be alone, as well as with a small group of playmates |
| | <input type="checkbox"/> | Equipment in good repair, arranged with a sense of design and order |
| | <input type="checkbox"/> | Provide appropriate ground surfacing below climbing structures |
| | <input type="checkbox"/> | Comfortable places for adults to sit with children and each other |
| | <input type="checkbox"/> | Elements of the natural world - trees, grasses, flowers and herbs, water, sand, wood, sun and shade |
| | <input type="checkbox"/> | Moveable materials that offer opportunities to discover, explore, invent and engage young bodies and minds |
| | <input type="checkbox"/> | Provide a range of equipment for active bodies to develop, feel powerful and competent |
| | <input type="checkbox"/> | Must comply with the Americans with Disabilities Act (ADA) |
| | <input type="checkbox"/> | Outdoor play area must be securely fenced, or safely enclosed |
| | <input type="checkbox"/> | Provide secure storage for toys and equipment |

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- | | | |
|--------------------------|--------------------------|---|
| Garbage/Recycling | <input type="checkbox"/> | Size of containers |
| Green Waste/ | <input type="checkbox"/> | Frequency of collection |
| Diaper Service | <input type="checkbox"/> | Minimum clearances to access the containers |
| | <input type="checkbox"/> | Maximum travel distance onto the site |
| | <input type="checkbox"/> | Enclosure around the containers |

SHARED FACILITIES

- | | | |
|----------------------|--------------------------|--|
| Rolling Carts | <input type="checkbox"/> | The system you create for storing and moving materials is important |
| | <input type="checkbox"/> | Large boxes, baskets and plastic tubs filled with supplies and games |
| | <input type="checkbox"/> | Efficiency of movement |
| | <input type="checkbox"/> | Access to secure storage |
| Diagrams | <input type="checkbox"/> | Space and interest area diagrams allow for quick set-up times |

SERVING CHILDREN WITH SPECIAL NEEDS

- ☐ Easy access to activities and special accommodations help a child participate in regular center activities with safety, ease, confidence and dignity
- ☐ *Washington State Regulations for Barrier-Free Facilities*
- ☐ *Building Elements Designed for Children's Use*
- ☐ Wide, clear entrances and walkways
- ☐ Sufficient clear floor area at activity areas and tables
- ☐ Higher tables with cutouts or tray tables that are attached to wheelchairs
- ☐ Brackets at table edges
- ☐ Visual connections
- ☐ Tactile guidance and orientation clues
- ☐ Parents of children with special needs are often the best source for identifying equipment that their child might require, or specific techniques they have found for successfully normalizing their child's daily routines

Night time Care/Extended Hours Care

- ☐ If children are present overnight, consider using beds instead of cots/mats
- ☐ Special storage considerations
- ☐ Provide and appropriately locate separate classrooms for children in extended hours care
- ☐ Plan spaces to reduce feelings of isolation and increase sense of community
- ☐ Special support spaces may be needed during extended hours care
- ☐ Appropriate security systems to ensure safety of children